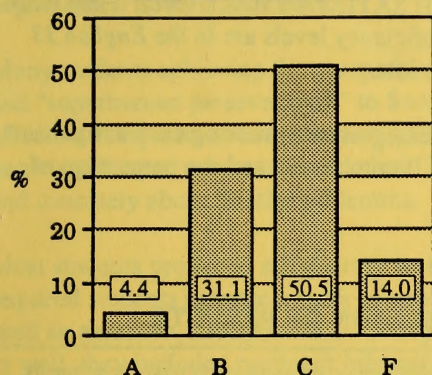
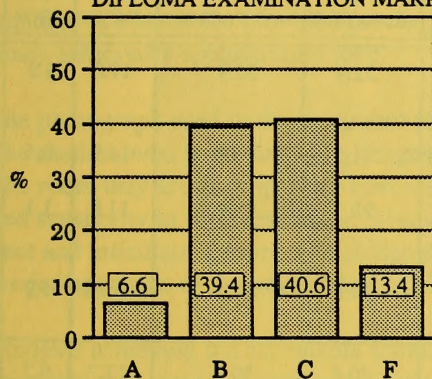
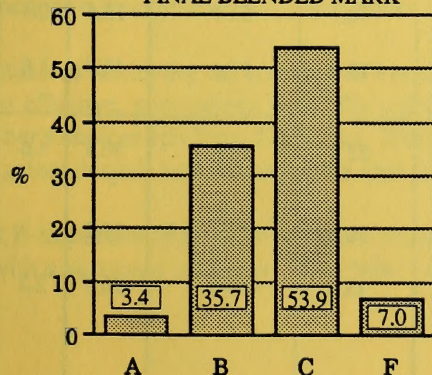


Student Evaluation

English 33 Diploma Examination Results

SCHOOL-AWARDED MARK

DIPLOMA EXAMINATION MARK

FINAL BLENDED MARK


The summary information in this report provides teachers, school administrators, students, and the general public with an overview of results from the June 1991 administration of the English 33 Diploma Examination. The information is most helpful when used in conjunction with the detailed school and jurisdiction reports that have been mailed to schools and school jurisdiction offices. An annual provincial report containing a detailed analysis of the combined January, June, and August results will be available in the fall of 1991.

DESCRIPTION OF THE EXAMINATION

The English 33 Diploma Examination consists of two parts: a written-response section and a multiple-choice section. Each part is worth 50% of the total examination mark.

ACHIEVEMENT OF STANDARDS

The information reported is based on the final blended marks achieved by 4 829 students who wrote the June 1991 examination.

- 93.0% of these students achieved the acceptable standard (a final blended mark of 50% or higher).
- 3.4% of these students achieved the standard of excellence (a final blended mark of 80% or higher).

Achievement in English 33 has continued to improve. For example, students' writing was longer and more complex than in the past.

PROVINCIAL AVERAGES

- The average school-awarded mark was 59.9%.
- The average diploma examination mark was 62.8%.
- The average final blended mark, representing an equal weighting of the diploma examination and school-awarded marks, was 61.8%.

PART A: WRITTEN RESPONSE

Part A: Written Response is written at a different time from Part B: Reading (Multiple Choice). Students are required to complete three writing assignments, each of which assesses a variety of writing and thinking skills.

Readers will find the results most meaningful in the context of the assignments and the scoring descriptors. The most useful starting place for reviewing these results is at the (3) SATISFACTORY level. Such work exceeds the pass mark of 50%. The scoring guides that describe proficiency levels are in the *English 33 Diploma Examination Update for 1992*, which is available in all schools.

The table below outlines the requirements for each assignment, the categories for scoring each assignment, the amount each category contributes to the total mark (Parts A and B combined), and the percentage of students achieving at the various levels.

EXAMINATION BLUEPRINT and PERCENTAGE DISTRIBUTION OF RESULTS

DESCRIPTION OF THE WRITING ASSIGNMENT	SCORING CATEGORY	PROPORTION OF TOTAL MARK (%)	PERCENTAGE DISTRIBUTION OF SCORES					
			(5) EXCELLENT	(4) PROFICIENT	(3) SATISFACTORY	(2) LIMITED	(1) POOR	(0) INS
Personal Response to Literature The student is required to discuss an aspect of literature from a personal perspective.	1. Thought and Detail	10.0	1.3	22.4	55.9	19.0	1.2	0.2
	2. Organization	5.0	1.2	21.2	61.8	14.9	0.6	0.2
	3. Matters of Choice	5.0	1.5	20.3	65.0	11.9	1.1	0.2
	4. Matters of Convention	5.0	2.4	24.8	54.2	16.6	1.9	0.2
Functional Writing The assignment is functional in nature. The student is required to write about a given situation.	1. Thought and Detail	10.0	1.4	20.8	59.0	17.7	0.7	0.4
	2. Organization	2.5	1.5	18.9	63.1	15.6	0.4	0.4
	3. Writing Skills	2.5	1.9	19.8	57.4	19.0	1.6	0.4
Response to Visual Communication The writing assignment is connected to one or more photographs and/or cartoons. The student is required to write about main ideas and techniques of visual communication.	1. Thought and Detail	5.0	1.1	12.8	52.9	30.5	1.6	1.1
	2. Organization	2.5	0.8	10.4	57.1	29.2	1.3	1.1
	3. Writing Skills	2.5	1.2	15.3	59.6	20.5	2.2	1.1

Note: The shaded portion represents the percentage of students who achieved or exceeded a SATISFACTORY level of performance.

EXAMINERS' COMMENTS

In answering the June 1991 **Personal Response to Literature** assignment, students expressed appreciation of and admiration for Jack Stettler's courage and determination as described in the excerpt from "Dry Storm" by Paul St. Pierre. In their discussions, students explored such themes as "a person gains self-knowledge through facing challenges" and "the people who succeed can accept failure and start again." The improvement in planning in the students' writing was reflected in the improvement in the organization of their responses.

Many students achieving the acceptable standard attributed heroic terms, such as "exceptional bravery" and "superhuman perseverance," to Stettler. Students achieving the standard of excellence explored effective comparisons and contrasts of human behavior in emergency situations, such as patience versus panic and humor versus over-reaction. Few students wrote plot summaries; many wrote meaningfully and concisely about Stettler's dilemma. Many students used well-chosen literary support.

Most students produced satisfactory work on the June 1991 **Functional Writing** assignment, which required students to write a letter of application for a job. Most students achieved a polite tone; several used an assertive, confident tone. Many students included, as support, involvement in volunteer work; as well, they included pertinent informative details about their work experience. Fewer students than in the past simply reproduced the wording of the assignment. Students achieving the acceptable standard of performance included generalized information about their qualifications. Students achieving the standard of excellence provided precise, appropriate details pertaining to their work experience, and many achieved a sophisticated tone.

The photograph used in the **Response to Visual Communication** section depicts a Mexican family. The mother, who is nursing the youngest child, appears worried. Two older boys are playing violins. The room they are in is sparsely furnished and several musical instruments are visible. Students exhibited sensitivity in their responses. Many students discussed the photographer's choices in a more intelligent and articulate manner than students have in the past. For example, many students were aware of the juxtaposition of the young violinists' dedication and the poverty of their surroundings.

Students achieving the acceptable standard of performance tended to interpret the photograph in a conventional way, using generalized details for support. They often speculated about the mother's concerns and the father's absence. Some of the less successful students used the photograph as a springboard for their own imaginative narratives rather than analysing its message and visual impact.

Students achieving the standard of excellence presented an insightful interpretation of the photograph in an effective, generalized idea. They also explained how the details in the photograph and the photographer's choices reinforced this idea. These students frequently noted that music serves as a bulwark against despair and discussed the idea that personal wealth is not dependent on material possessions.

It is important to note that students must answer the **Response to Visual Communication** assignment with a sustained response. Very brief response will continue to be deemed insufficient.

PART B: READING (MULTIPLE CHOICE)

RESULTS

Results are in average raw scores.

Total Part B: 44.8 out of 69

Subtest Results:*

• Course Content

- Main Ideas/Details: 21.3 out of 32
- Relationship Between Form and Content: 10.5 out of 16
- Human Experience and Values: 9.0 out of 15
- Knowledge of Revision and Editing: 4.0 out of 6

* Readers are cautioned not to compare subtest results because the subtests are not of equal difficulty. Readers should compare these provincial subtest results with their own school results.

EXAMINATION BLUEPRINT				
Part B: Reading (Multiple Choice) has a value of 70 marks, one mark for each multiple-choice question. Each question is classified in two ways: according to the curricular content area being tested and according to the thinking (process) skill demanded by the question. The examination blueprint illustrates the distribution of questions in June 1991 according to these classifications. One question was deleted after a review of question statistics.				
Question Type by Course Content	Question Type by Thinking Skills			Examination Emphasis (%)
	Literar Understanding	Inference and Application	Evaluation	
Main Ideas/Details	10, 18, 20, 39, 42	2, 4, 8, 9, 14, 17, 19, 21, 22, 24, 41, 44, 46, 48, 49, 53, 57, 59, 60, 63, 65, 69, 70	15, 16, 23, 31	32 items (23%)
Relationship Between Form and Content		12, 27, 43, 47, 51, 52, 55, 62, 64, 66, 68	11, 26, 28, 30, 58	16 items (11%)
Human Experience and Values	29	1, 3, 5, 6, 7, 13, 25, 50, 56, 61, 67	40, 45, 54	15 items (11%)
Knowledge of Revision and Editing	34, 36*	37, 38	32, 33, 35	7 items (5%)
Examination Emphasis (%)	8 items (6%)	47 items (33%)	15 items (11%)	70 items (50%)

*Note: Question 36 was deleted from the examination; see page 6 for a discussion of this question.

The following table shows question-by-question results and the keyed answers. A parallel table in the school and jurisdiction reports shows the percentage of students who selected each alternative. From this table, teachers can determine areas of strength and weakness in the achievement of their students relative to the province as a whole and, consequently, areas of strength and weakness in their own programs.

QUES.	KEY	DIFF.*	QUES.	KEY	DIFF.	QUES.	KEY	DIFF.	QUES.	KEY	DIFF.	QUES.	KEY	DIFF.
1	B	84.2	15	D	80.5	29	B	52.9	43	B	58.2	57	B	58.7
2	D	75.4	16	A	53.3	30	A	70.1	44	D	50.8	58	C	52.4
3	B	73.4	17	B	74.8	31	D	60.0	45	C	54.5	59	D	61.7
4	A	82.9	18	C	60.3	32	D	68.9	46	B	81.9	60	B	45.0
5	B	80.1	19	A	58.8	33	C	87.1	47	A	72.8	61	D	70.7
6	C	49.2	20	B	50.7	34	A	57.1	48	A	70.7	62	A	71.0
7	D	73.1	21	B	69.0	35	C	66.2	49	D	57.4	63	C	50.5
8	C	82.6	22	C	69.8	36	-	-	50	A	76.2	64	A	71.1
9	C	59.7	23	C	56.2	37	B	58.4	51	D	82.0	65	A	60.3
10	B	85.0	24	C	77.0	38	B	65.2	52	A	85.8	66	A	61.3
11	C	40.2	25	D	44.0	39	A	83.8	53	B	70.8	67	C	48.4
12	D	74.0	26	C	62.1	40	D	45.0	54	C	74.6	68	B	70.6
13	B	44.5	27	A	56.2	41	D	62.6	55	B	53.1	69	D	76.5
14	A	78.4	28	C	73.5	42	A	63.9	56	D	26.9	70	B	57.8

*Difficulty - percentage of students answering the question correctly

EXAMINERS' COMMENTS

Ten English 33 teachers from across Alberta met during the July marking session to confirm the standards present in Part B: Reading (Multiple Choice) of the June 1991 English 33 Diploma Examination. They confirmed that the examination set an appropriate standard for graduating English 33 students. During this session, discussion about the examination focused on a number of questions, some of which are discussed below.

The following table gives results for three questions selected from the examination. For each question, three statistical references are given: the percentage of all students writing the examination who chose the correct answer, the percentage of students achieving the **standard of excellence** (80% or higher, or A, on the whole examination) who chose the correct answer, and the percentage of students achieving the **acceptable standard** (but not receiving marks higher than 64%, or C, on the whole examination) who chose the correct answer. The comments following the table discuss some of the decisions that students may have made and some of the skills that they may have used to answer correctly. Question 36, which was deleted from the examination, is also discussed.

**Percentage of Students Correctly Answering
Selected Multiple-Choice Questions**

Student Group	Question Number		
	25	55	56
All students	44.0	53.1	26.9
Students achieving the standard of excellence (80% or higher, or A) on the whole examination	78.9	84.2	47.8
Students achieving the acceptable standard who received marks between 50% and 64%, or C, on the whole examination	35.2	43.4	23.1

Questions

25. In lines 9 to 12, the writer suggests that the attitude of North Americans toward blood sports is

- A. admiring
- B. sympathetic
- C. exaggerated
- *D. hypocritical

Comments

In discussing **question 25**, some teachers felt that the term "hypocritical" would be outside the vocabulary of many English 33 students. They felt that unless students took the time to check back to lines 9 to 12, most would choose alternative A as the best answer.

The question was, in fact, difficult: 44.0% of all students responded correctly (25.4% chose A). However, students who achieved the standard of excellence did quite well on this question: 78.9% answered correctly (12.0% chose A). Students who achieved marks between 50% and 64% did less well: 35.2% answered correctly (29.0% chose A). Of those students who failed the examination (a score of 49% or less), 25.5% responded correctly and 26.5% chose A.

EXAMINERS' COMMENTS (continued)

Questions

36. In revising the second sentence of the fourth paragraph, Robin makes effective use of
- A. emphasis
 - B. coherence
 - C. inference
 - D. parallelism
55. At the beginning and the end of the story, the writer emphasizes the difference between Mr. Welles' memory of his past life and the reality of his present life by contrasting the images of
- A. country and city
 - *B. evening and morning
 - C. the lake and the delicatessen
 - D. the theatre and the restaurant
56. The parenthetical statements "(looking like a little girl, so gay)" (lines 8-9) and "(as if she'd just learned how to walk, each step conscious, an accomplishment)" (lines 13-15) indicate a tone of
- A. pity for the pigeon woman's delusions of youth
 - B. ridicule of the pigeon woman's foolishness
 - C. criticism of the pigeon woman's actions
 - *D. empathy with the pigeon woman's purpose

Comments

Question 36 was deleted from the examination. Teachers believed that this question was too difficult, or too complicated, for English 33 students to manage, and statistical analysis confirmed this. The question appears to have created a confusion of cause and effect in the minds of students. While it is true that Robin makes effective use of **parallelism** in her revision, this use of parallelism helps to create **emphasis**. Since there were two potential answers to this question, it was dropped from the examination.

Some teachers felt that **question 55** was too complicated for English 33 students and that it would be very difficult. They felt that students were being asked to mentally juggle too many elements from the story.

The question was relatively difficult, with 53.1% of all students answering correctly. However, 84.2% of students achieving the standard of excellence were well able to use their thinking skills to process the various elements (the story's beginning and end, the difference between memory and reality, and the difference between images of evening and morning) and to arrive at the correct answer. Of the students achieving marks between 50% and 64%, 43.4% answered correctly.

Students found **question 56** very difficult. Only 26.9% answered correctly and 48.8% were drawn to alternative A. The speaker's tone in the poem, however, is one of **empathy**, which is a positive and understanding feeling, rather than **pity**, which is often negative and judgmental. Nothing in the pigeon woman's behavior suggests that she has "delusions of youth"; the speaker's comparison of the pigeon woman with "a little girl" exists outside of the mind of the pigeon woman.

Of the students achieving the standard of excellence on the examination, 47.8% chose the correct answer, and 44.9% chose alternative A. Of the students achieving marks between 50% and 64%, 23.1% answered correctly and 49.0% chose alternative A. Of the students failing the examination (a mark of 49% or less), 13.2% answered correctly and 39.1% chose alternative A.

Students who achieved the standard of excellence on the examination as a whole demonstrated that they consistently read the selections and all parts of each question carefully and thoughtfully. Results indicate that students who verify their answers by reading the text carefully are usually successful.

For further information, contact Gloria Malick, Tom Dunn, or Elana Scraba at the Student Evaluation Branch, 427-2948.

